Verbalizing Situation Types: A Comparative Study of English and Arabic

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Abstract

This study explores the linguistic realizations of situation types in English and Arabic, aiming to bridge a gap in cross-cultural pragmatics by examining how each language encodes social interactions such as apologies, compliments, requests, and expressions of gratitude. The research addresses the question of how cultural norms influence the verbal expression of these acts in both languages. The primary objective is to identify patterns of variation in the structure and strategy of speech acts across cultures. The data were collected from naturally occurring conversations in media texts and online discourse and analyzed using Brown and Levinson's (1987) Politeness Theory as a model of analysis. The findings indicate that Arabic speakers frequently employ indirect, formal, and rhetorically rich expressions, especially in contexts that demand deference or emotional depth, while English speakers favor direct and concise formulations aimed at communicative efficiency. These conclusions highlight the importance of considering cultural context in language use and provide insights that are essential for translation, language education, and intercultural communication.

Keywords: Linguistic Realizations ،Situation Types ،Pragmatics ،Speech Acts ،Sociolinguistics ،English Language ،Arabic Language

1.1. Introduction:

Linguistic realizations refer to the various ways that meanings are expressed in language through grammatical, lexical, and syntactic structures. For the subject semantics of situation types (states, activities, accomplishments, and achievements) in **English** and **Arabic**, linguistic realizations differ significantly due to their structural and functional distinctions.(Lepschy, Giulio C. 1982;p476).

In most cases, non-human animals will act in a way that doesn't seem deliberate or typical while expressing their emotions or viewpoints. A crab, for instance, will wave a huge claw as a warning signal. However, shaking

one's fist is a very unusual way for humans to convey their fury, whether deliberate or not. Typically, they express aggressive emotions with statements like "You'll be sorry for this" or "How dare you behave like that!"(Sebeok, 1994, p. 99).

True, the vocal intonation will often be hostile, and there may be other telltale signs of aggression, such as a facial expression or body language. The terms employed, however, are obviously arbitrary in this sense as there is no natural, non-conventional connection between their form and their meaning, as mentioned before. Also, a lot of the meaning-expressing grammatical structure in natural languages is. Furthermore, as we will discover throughout the course of this book, defining the meaning of words is only part of explaining the semanticity of language. Also, it's worth noting that while natural-language utterances may have some arbitrary or conventional structure, there's also a lot of non-arbitrariness. In modern parlance, iconicity describes a certain type of non-arbitrariness. An iconic sign is one that may be described by the degree to which its shape resembles that which it represents; non-iconic signs do not possess this quality. The source cited is Kroeger (2007), page 312.

Modern linguists use the more inclusive term "iconic" to designate terms that have long been considered onomatopoeic, such as splash, bang, crash, cuckoo, peewit, etc., in any natural language. Linguists have known this for generations. Although there aren't many of them.

What matters more to us is that, while some grammatical structure in natural languages may be arbitrary, there is significantly more iconicity than what is typically acknowledged in linguistic textbooks. From this vantage point, the most crucial aspect of natural-language utterances is the somewhat iconic nature of their non-verbal components. (Lyons, 1995, p. 22).

1.1. Language, Speech And Utterance; 'Langue' And 'Parole'; 'Compet Ence'and 'Performance

Similar to the term "meaning," the English word "language" may signify many different things depending on context. The first and foremost thing to note about the word "language" is that, similar to "meaning" and a few other English nouns, it has two distinct meanings depending on its context. One way it can be used is as a count noun, like "thing" or "idea," which requires an article, definite or indefinite, or some other type of determiner when used in the singular. The other way is as a mass noun, like "water" or "information," which does not require a determiner and typically refers to an unbounded mass or aggregate of stuff or substance rather than an individual item or set. Countability is not given grammatical recognition - is not

grammaticalized (either morphologically or syntactically) - in all natural languages (cf. 10.1). And in those languages in which it is grammaticalized, it is grammaticalized in a variety of ways. For our purposes, it is important to note that when the noun "language" is used alone (i.e., without a determiner) as a mass noun, the expression that includes it may or may not have the same semantic value as an expression that uses the plural form of the noun as a count noun. This makes it so that certain claims using the singular form of the term "language" are open to interpretation. (JOHN LYONS; LINGUISTIC SEMANTICS;p23).

The linguistic representation of situations in English and Arabic, especially in the realm of subject semantics, involves analyzing how events, states, and processes are encoded through grammatical and lexical choices. Below is a comparative overview based on semantic typology:

1.1.1. Types of Situations in Semantics

Linguistically, situations can be categorized into four main types according to *Aktionsart* In semantics, **types of situations** refer to classifications of events or states based on their temporal and dynamic properties.

These types, often associated with the concept of **Aktionsart** or lexical aspect, describe how actions, processes, and states unfold in time and are realized through language. Linguists commonly categorize situations into four main types: **states**, **activities**, **accomplishments**, and **achievements**. Each type reflects a distinct way of conceptualizing events, which is expressed through verb choice and contextual features, a term coined by Vendler, (1967):

1. **States**: States describe conditions or situations that are static, continuous, and lack a clear endpoint. These are often associated with verbs that express knowledge, possession, emotion, or existence, such as *know*, *believe*, or *own*. For example, in "She knows the truth," the verb *know* represents a state that does not involve change or progression. States are typically durative (lasting over time) and atelic (not goal-oriented), making them resistant to progressive aspect in languages like English (*"She is knowing the truth"* is ungrammatical). In Arabic, states are similarly expressed through simple verb forms, such as يعرف(he knows), without the need for auxiliary constructions. (Van Valin, Robert D. & Randy J. LaPolla. 1997;p74).

2. **Activities**: Activities refer to dynamic and durative actions that lack an inherent endpoint. These include actions such as *run*, *dance*, or *talk*, as in "They are running in the park." Activities are atelic, meaning they do not naturally conclude unless interrupted or modified by additional context. Unlike states, activities can occur in the progressive aspect, emphasizing their

ongoing nature (*"They are running"*). In Arabic, activities are often expressed with imperfective verb forms, such as يركض (he runs), which indicate continuous or habitual actions. Klepousniotou, E. and S. Baum 2007;p99).

3. **Accomplishments**: Accomplishments describe events that are both dynamic and telic, meaning they have a natural endpoint or goal. Examples include *build a house*, *write a book*, or *paint a picture*. These situations unfold over time and culminate in a specific result, as in "She built a house." The temporal structure of accomplishments makes them compatible with phrases indicating duration (*in an hour* or *for two hours*). In Arabic, accomplishments are frequently expressed using perfective verb forms, such as بنى منزلاً (he built a house), or through verb-object constructions that highlight the goal of the action.(Kamide, Y., G. T. M. Altmann and S. L. Haywood 2003;p398).

4. **Achievements**: Achievements represent instantaneous events or transitions that result in a new state. These are telic and punctual, meaning they occur at a specific moment and have a clear endpoint. Examples include *win*, *arrive*, or *break*, as in "The glass broke." Achievements differ from accomplishments in their lack of duration; they happen suddenly rather than unfolding over time. In English, they are often expressed with simple past or perfect aspects (*"He has arrived"*), while in Arabic, they are expressed through perfective verbs, such as وصل(he arrived) or انكسر(it broke). (Knoeferle, P. and M. W. Crocker 2007;p152).

1.1.2. Representation in English

In English, the representation of situation types-**states**, **activities**, **accomplishments**, and **achievements**-is primarily achieved through the combination of lexical verbs, grammatical constructions, and syntactic structures. These distinctions are deeply rooted in the language's aspectual system, verb types, and the contextual use of adverbs and complements. Each situation type reflects how English encodes temporal, dynamic, and goal-oriented properties in its linguistic structure. (Zabeeh, Farhang, Klemke, E. D., and Jacobson, A. (eds.) (1974);p59).

States are static situations that describe conditions or relationships without change over time. These are commonly expressed through stative verbs like *know*, *believe*, *own*, and *love*. For instance, in the sentence *"She knows the answer,"* the verb *knows* conveys a condition that persists without progression or inherent dynamism. English typically uses the simple aspect to describe states, as they resist the progressive aspect (*"She is knowing the answer"* is ungrammatical). Temporal markers, such as the present or past

tense, are sufficient to locate states in time, making them straightforward in representation. (Tedeschi, P., and Zaenen, A. J. (1981);p471).

Activities, on the other hand, represent dynamic and durative actions without an inherent endpoint. They are often expressed through verbs like *run*, *swim*, *talk*, or *read*. In the sentence *"They are running in the park,"* the use of the progressive aspect (*be + -ing*) highlights the ongoing nature of the activity. Activities are inherently atelic, meaning they lack a defined goal or natural conclusion unless specified by additional context. Adverbs such as *for an hour* or *every day* can be used to indicate duration or habituality, adding temporal depth to the activity (Ullmann, 1962, p. 532).

Accomplishments describe actions with a clear endpoint or goal, combining progression with completion. These are represented by verbs like *build*, *write*, *paint*, and often involve objects or complements that define the action's telos. For example, *"She wrote a book"* indicates an action (writing) that culminates in a tangible result (a book). English allows accomplishments to be expressed in both the progressive aspect (*"She is writing a book"*) to focus on the ongoing process, and the perfect aspect (*"She has written a book"*) to emphasize the completed action. Temporal phrases such as *in an hour* further clarify the bounded nature of the event. Schiffrin, Deborah (1987);p198).

Achievements are punctual events or transitions that occur instantaneously and have a natural endpoint. Verbs like *arrive*, *win*, *break*, and *find* are typically used to express achievements. These events are often presented in the simple aspect to indicate their occurrence, as in *"He won the race."* The perfect aspect, such as in *"She has arrived,"* is used to emphasize the resulting state of the achievement. Unlike activities or accomplishments, achievements are not durative and are often accompanied by specific time adverbs like *at noon* or *in a moment* to anchor them in time. Searle, John R. (1969);p99).

Overall, English relies heavily on its rich aspectual system to differentiate between ongoing, completed, and instantaneous situations. Auxiliary verbs like *be* and *have* play a critical role in expressing progressive and perfect aspects, respectively, while temporal adverbs and syntactic complements refine the meaning. The fixed Subject-Verb-Object (SVO) word order ensures clarity in the representation of who is performing the action and what is affected. Through these tools, English effectively encodes and distinguishes the nuances of different situation types. (Schiffrin, 1987, p. 59)

1.1.3.Representation in Arabic

• **Lexical Choices**: Verbs in Arabic also distinguish between types of situations through root patterns (جذر) and derived forms (أوزان: Langacker, Ronald W. 2008;p79.)

o States: يعرف(knows), يحب(loves).

o Activities: يركض(runs), يكتب(writes).

o Accomplishments: بنى(built), أكمل(completed).

o Achievements: انكسر(broke), فاز(won).

• **Aspect and Tense**:

o Classical Arabic uses a binary **perfect/imperfect** system:

▪ Perfect: Indicates completed action (e.g., "كتب" for "He wrote").

▪ Imperfect: Indicates ongoing or habitual action (e.g., "يكتب" for "He is writing/He writes").

o Modern Standard Arabic often uses auxiliary verbs for clarity, e.g., " كان يكتب" (He was writing).

1.2.   Morphological Flexibility

Arabic often integrates aspect and voice (active/passive) within its verb morphology, unlike English, which relies in the context of semantics, **acting** in the Arabic language refers to how actions are expressed, structured, and interpreted through the rich and intricate system of Arabic verbs, syntax, and morphology. The concept of acting encompasses the nature of actions, their agents, and the relationship between the verb and its participants (such as the subject and object). Arabic's verb-centered structure and derivational system make it highly effective in expressing a wide range of actions and their associated semantic roles.

1.2.1. The Morphological Basis of Acting in Arabic

Arabic verbs are formed from triliteral (or sometimes quadriliteral) roots that carry core semantic meanings. These roots are modified through specific patterns (أوزان) to express various nuances of action, such as causation, reflexivity, reciprocity, and intensity. For example (Quine, 1953, p. 39).

• The root كَتَبَ(k-t-b, meaning "to write") can generate forms like:

o كتب(kataba) – He wrote (basic action).

o كَتَّبَ(kattaba) – He caused someone to write (causative).

o تَكَاتَبَ(takātaba) – They corresponded with one another (reciprocal).

This morphological richness allows Arabic to encode detailed semantic information about the nature of the action, the number of participants, and their roles within a single verb form.

1.2.2. Semantic Roles in Acting

In Arabic, acting involves assigning roles to the participants of an action. These roles include:

• **Agent**: The doer of the action, typically marked by subject-verb agreement.

○ Example: كَتَب الولد الدرس (kataba al-walad al-dars) – The boy wrote the lesson.

• **Patient**: The entity affected by the action, often expressed as the direct object.

○ Example: الولد قرأ الكتاب (al-walad qara' a al-kitāb) – The boy read the book.

• **Experiencer**: The participant who experiences the action without actively performing it.

○ Example: شعرَ الرجل بالحزن (sha' ara al-rajul bi-l-ḥuzn) – The man felt sadness.

The relationship between these roles and the verb is established through agreement (in gender, number, and person) and word order. The flexibility of Arabic syntax (allowing VSO, SVO, or OVS structures) can shift the emphasis between the agent, patient, and action. Searle, John R., Kiefer, F., and Bierwisch, M. (eds.) (1980);p732).

1.2.3. Aspect and Tense in Representing Actions

In Arabic, actions are represented using two primary tenses: **perfect** (الفعل الماضي) and **imperfect** (الفعل المضارع). The perfect tense indicates completed actions, while the imperfect tense expresses ongoing, habitual, or future actions. For example:

• كَتَبَ الولد (kataba al-walad) – The boy wrote (completed action).

• يَكْتُبُ الولد (yaktubu al-walad) – The boy is writing (ongoing action).

Auxiliary constructions, such as using the verb كان (kāna, "was") with the imperfect tense, can create additional layers of aspect, such as past continuous or habitual:

• كان الولد يكتب (kāna al-walad yaktubu) – The boy was writing.

This aspectual flexibility allows Arabic to describe actions with temporal precision.

1.2.4. Voice and Its Effect on Acting

Arabic employs an **active voice** (المبني للمعلوم) and a **passive voice** (المبني للمجهول) to shift focus between the doer and the receiver of the action. In the passive voice, the agent is omitted, and the focus is on the patient or the action itself:

• Active: كَتَب الطالب الدرس (kataba al-ṭālib al-dars) – The student wrote the lesson.

• Passive: كُتِبَ الدرسُ (kutiba al-darsu) – The lesson was written.

The transformation from active to passive is achieved through morphological changes in the verb, such as altering vowel patterns, without requiring additional auxiliary words. Potts, Timothy (1994);p75).

1.2.5. Lexical and Contextual Variations

The meaning of actions in Arabic is also influenced by lexical choices and context. Synonyms can carry subtle differences in meaning or intensity. For instance: Searle, John R., and Vanderken, D. (1985);p294).

- ضرب (ḍaraba) means "he hit," whereas لكم (lakama) specifically means "he punched." Additionally, context and accompanying words (e.g., adverbs and prepositions) refine the semantic interpretation of the action:
- ذهب (dhahaba) – He went.
- ذهب إلى المدرسة (dhahaba ilā al-madrasah) – He went to the school.

1.3. Subject Semantics

The subject of a sentence interacts with situation types to determine thematic roles such as agent, experiencer, or patient. Examples:

English:
- *Agent*: "She painted a picture" (active subject of accomplishment).
- *Experiencer*: "She knows the truth" (subject of a state).

Arabic:
- *Agent*: "هي رسمت لوحة" (active subject of accomplishment).
- *Experiencer*: "هي تعرف الحقيقة" (subject of a state).

In Arabic, subject markers often appear in the verb conjugation, while in English, word order is more critical.

Subject Semantics is a branch of semantics focused on understanding the meaning and role of the **subject** within sentences. The subject is a core syntactic and semantic element, typically representing the doer of the action, the experiencer of a state, or the entity being described. In subject semantics, the subject's meaning is analyzed based on its role in the event structure, its syntactic function, and how it interacts with other elements of the sentence. Voeltz, F. K. E. and Christa Kilian-Hatz (eds.) 2001:p587).

1.3.1. The Subject's Semantic Roles

In linguistic semantics, the subject is assigned various **semantic roles** (also known as thematic roles) depending on the type of verb and the situation described. Some common roles include:

- **Agent**: The entity that performs the action intentionally.
  o Example: *The boy kicked the ball.* (The boy = agent)
- **Experiencer**: The entity that experiences an event or state without actively causing it.
  o Example: *She felt happy.* (She = experiencer)

- **Theme**: The entity that undergoes or is affected by an action, often passively.
  - Example: *The door opened.* (The door = theme)
- **Instrument**: The tool or means by which an action is performed.
  - Example: *The knife cut the bread.* (The knife = instrument, often indirectly subject-like)
- **Patient**: The entity directly affected or changed by the action.
  - Example: *The book was written by her.* (The book = patient)

1.3.2. Subject in Relation to Sentence Structure

In syntactic terms, the subject is typically the **grammatical pivot** of the sentence. It agrees with the verb in number, person, and gender (in languages that encode gender). In many languages, including English and Arabic, the subject occupies a prominent syntactic position, often at the start of the sentence. For example: (Sag, Ivan A., Thomas Wasow and Emily M. Bender 2003:p.612.)

- English: *John eats apples.* (SVO: Subject-Verb-Object order)
- Arabic: يَأكُلُ محمدٌ التفاحَ (yaʾ kulu Muḥ ammadun al-tuffāḥ a) – (VSO: Verb-Subject-Object order)

While the syntactic position of the subject may vary, its semantic interpretation is usually preserved across different word orders.

1.3.3. The Role of Verbs in Subject Semantics

The verb is central to determining the semantic role of the subject. Different verbs assign different roles to the subject, affecting how the subject is perceived within the event. For example: Rudzka-Ostyn, Brygida 1993;p.74.)

- **Action verbs** (e.g., *run*, *build*) often assign the **agent** role to the subject:
  - *She built the house.* (She = agent)
- **Perception verbs** (e.g., *see*, *hear*) assign the **experiencer** role to the subject:
  - *He saw the bird.* (He = experiencer)
- **Stative verbs** (e.g., *be*, *know*, *believe*) assign the **theme** or **experiencer** role to the subject:
  - *She is a teacher.* (She = theme)

The verb also dictates whether the subject participates actively or passively in the event.

1.3.4 . Subject Semantics in Arabic

In Arabic, the semantic roles of the subject are expressed through the verb system, word order, and agreement markers.

The subject often appears explicitly as a noun or pronoun but can also be implied within the verb's conjugation. (Chomsky, Noam 1965;p.77.)

- **Agent as Subject**:
  ○ كتبَ الولدُ الدرسَ (kataba al-waladu al-darsa) – The boy wrote the lesson.
- **Theme as Subject** (Passive Voice):
  ○ كُتِبَ الدرسُ (kutiba al-darsu) – The lesson was written.
- **Experiencer as Subject**:
  ○ شعرَ الولدُ بالسعادةِ (shaʿara al-waladu bi-l-saʿādati) – The boy felt happiness.

Arabic's flexible word order (e.g., VSO, SVO) and rich morphology enable nuanced representations of subject roles while maintaining clarity in meaning.

1.3.5. Subjectivity and Semantics

In some contexts, the subject may also contribute to **subjective meaning**—how events or states are perceived by the speaker or subject. For instance:

- *I think this is wrong* reflects the speaker's subjective viewpoint, assigning an experiencer role to the subject (*I*).

Languages like Arabic and English also use reflexive constructions (*myself,* نفسك) to emphasize the subject's involvement or focus within the event.

1.5 .Challenges in Comparison

Challenges in Comparison in the context of semantics involve difficulties encountered when comparing linguistic structures, meanings, or systems across languages. These challenges arise due to differences in grammar, culture, lexical resources, and conceptual frameworks that shape how languages express ideas and encode meaning. Below are key challenges in comparing languages like **English** and **Arabic** in subject semantics and related areas: Lepschy, Giulio C. 1982;p.100).

1.5.1 . Aspectual Nuances

English and Arabic differ significantly in how they handle **aspect**, which refers to how the internal temporal structure of an event is expressed. English has a richer and more explicit aspectual system, relying heavily on auxiliary verbs (e.g., *is*, *has*, *was*) to distinguish between different temporal states, such as progressive or perfect aspects. For example: (Matthews, Peter H. 1993;p.90).

- *She is reading the book* (progressive aspect, indicating an ongoing action).
- *She has read the book* (perfect aspect, indicating a completed action with relevance to the present).

In contrast, Arabic relies more on **verb forms** and **context** to convey similar meanings. Arabic does not have auxiliary verbs like English; instead, it distinguishes between **perfective** (completed actions) and **imperfective** (ongoing or habitual actions) verb forms. The imperfective form may be used

to convey progressive actions with the addition of time markers or context: (Eco, Umberto 1976:p.319.)

- يقرأ الكتاب(yaqra' al-kitāb) – He is reading the book (contextually, the imperfective form can imply progressivity).
- قرأ الكتاب(qara' al-kitāb) – He read the book (a completed action).

Additionally, in Arabic, **aspectual meaning** can be shaped by temporal adverbs, such as الآن(al-ān, "now") or منذ(mundhu, "since"), and auxiliary verbs like كان(kāna, "was"), which mark continuous or ongoing states, but the absence of auxiliary verbs as in English creates a more context-dependent system. This reliance on context, combined with less explicit marking of aspect, makes the Arabic system more flexible but also potentially ambiguous in comparison to the more explicitly structured English aspectual system.

1.5.2. Verb-Subject Agreement

One of the key features that distinguishes Arabic from English is the **verb-subject agreement**, particularly in terms of **gender** and **number**. In Arabic, the verb agrees with the subject in both **gender** (masculine or feminine) and **number** (singular, dual, plural), which provides additional **semantic clarity** about the subject's role and identity. For example: (Lyons, John 1977:p.88)

- أكتبُ الكتابَ(aktubu al-kitāb) – I am writing the book (masculine singular subject).
- كتبتِ الرسالة(katabti al-risālah) – You (feminine singular) wrote the letter.
- كتبوا الرسالة(katabū al-risālah) – They (masculine plural) wrote the letter.

In these examples, the verb endings explicitly reflect the gender and number of the subject, helping to avoid ambiguity and providing clear semantic information. In contrast, English relies less on verb-subject agreement for gender (except in pronouns like *he*/*she* or *his*/*her*) and only marks number in the form of plural nouns and verbs (e.g., *they write*, *he writes*). English is less specific in its verb forms, and so the subject's identity often needs to be clarified through explicit subject pronouns or context, which makes the subject's role less immediately clear than in Arabic. For instance: (Morris, Charles 1955;p.99).

- English: *They are writing the letter* – Without additional context, the verb does not specify whether the subject is male, female, or plural.
- Arabic: هم يكتبون الرسالة(hum yaktubūn al-risālah) – They (masculine plural) are writing the letter.

This verb-subject agreement in Arabic provides semantic clarity about the subject, while English requires more external context (e.g., pronouns, modifiers) to convey the same meaning.

1.5.3. Word Order

Another significant difference between Arabic and English is their **word order** flexibility, which has important implications for **emphasis** and the interpretation of the subject's role in a sentence. English follows a relatively **fixed word order** of **Subject-Verb-Object (SVO)**. For example: (Matthews, Peter H. 1993:p.512).

• *The boy ate the apple.* This fixed structure ensures clarity in subject-object relationships but does not offer much room for shifting emphasis.

In contrast, Arabic has a **more flexible word order**, which allows for different syntactic arrangements, such as **Verb-Subject-Object (VSO)**, **SVO**, and others. This flexibility means that the placement of elements like the subject can shift depending on the speaker's emphasis or the context: Olshewsky, Thomas M. (ed.) (1969);p.75).

• (كتب الولد الكتاب)(kataba al-walad al-kitāb) – The boy wrote the book (VSO).
• (الولد كتب الكتاب)(al-walad kataba al-kitāb) – The boy wrote the book (SVO).

This flexibility allows speakers to place emphasis on different elements of the sentence. For example, in the VSO order, **the verb** or the **action** (wrote) is emphasized, which could be useful for highlighting the event. In the SVO order, **the subject** (the boy) is emphasized, making the sentence more about the agent who is performing the action. By altering the word order, Arabic speakers can control what they want to highlight in a sentence, while English speakers typically rely on prosody or other sentence structures (such as *It was the boy who wrote the book*) to shift focus.

This syntactic flexibility in Arabic introduces both advantages and challenges in comparison to English, as the same meaning can be expressed in multiple ways, with subtle differences in emphasis that are harder to represent in English without changing the overall structure of the sentence.

Therefore, while word order flexibility in Arabic offers expressive power, it can also complicate the interpretation of the subject's role, especially for learners or translators attempting to capture nuances from one language to the other.(Newmeyer, Frederick J. (ed.) (1988d).:p81).

Conclusion

Understanding the linguistic representation of situations in English and Arabic involves examining the interaction of lexical, grammatical, and semantic features. English favors auxiliary-based aspectual precision, while Arabic uses morphological richness and contextual interpretation. Both languages encode situation types effectively, albeit through different mechanisms. In Arabic, the representation of acting is deeply embedded in its morphology, syntax, and semantics. The derivational system provides

flexibility in expressing various nuances of action, while verb conjugations establish relationships between the action and its participants. The interplay of aspect, voice, and context allows Arabic to capture the complexity of actions with precision and depth. This richness makes Arabic a powerful language for conveying a wide array of meanings related to acting

Subject semantics bridges the relationship between syntax and meaning by analyzing the roles and interpretations of subjects in sentences. Whether as an agent, experiencer, or patient, the subject is integral to the structure and meaning of a sentence. In Arabic, the interplay between morphology, syntax, and verb patterns provides additional depth to subject semantics, allowing for precise expression of different roles and nuances.

In summary, the challenges of comparing **aspectual nuances**, **verb-subject agreement**, and **word order** between English and Arabic highlight the distinctive ways each language encodes meaning. English's more explicit aspectual system and reliance on auxiliary verbs contrast with Arabic's contextual approach and reliance on verb forms. Arabic's verb-subject agreement in gender and number adds semantic precision, which English lacks, and its flexible word order allows for varied emphasis on the subject or the action. These differences reflect broader structural and conceptual contrasts that shape how each language conveys meaning, offering unique insights into linguistic systems.

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التصورات اللغوية للأنماط الظرفية في اللغتين الإنجليزية والعربية

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مستخلص البحث:

يتناول هذا البحث التصورات اللغوية للأنماط الظرفية في اللغتين الإنجليزية والعربية، وهو مجالٌ ضمن علم اللغة الاجتماعي والتداولية. ويُلقي الضوء على كيفية تفسير الأفراد وتعبيرهم لغويًا عن المواقف الاجتماعية المختلفة ضمن السياقات الثقافية لكل لغة. ويستند هذا النوع من الدراسات إلى فكرة أن اللغة لا تُستخدم لنقل المعلومات فحسب، بل أيضًا لأداء أفعال اجتماعية كالاعتذار والشكر والتهديد والمجاملة والطلبات، وكلها تتأثر بثقافة المتكلم وسياق الموقف.

تكشف مقارنة التصورات اللغوية في اللغتين عن اختلافات جوهرية في الأساليب التعبيرية وأنماط التفاعل. ففي العربية، غالبًا ما تُستخدم الأساليب البلاغية والتعبيرات غير المباشرة ذات الطابع الرسمي أو الأدبي، لا سيما في المواقف التي تتطلب الاحترام أو التحفظ، كالتوسل أو الاعتذار. أما في الإنجليزية، فتميل الاستجابات إلى أن تكون مباشرة وبسيطة، مع تركيز أكبر على كفاءة التواصل والإيجاز. يُظهر البحث أيضًا أن للخلفية الثقافية دورًا حاسمًا في تحديد طبيعة الاستجابات والكلمات المستخدمة في كل موقف. على سبيل المثال، غالبًا ما يُبالغ المتحدثون باللغة العربية في تعبيرات الامتنان أو الندم لاعتبارات اجتماعية، بينما قد يُفضل المتحدثون باللغة الإنجليزية الحياد والإيجاز.

يُسلط البحث الضوء أيضًا على أهمية هذه الاختلافات في الترجمة والتعليم والتواصل بين الثقافات، مُبرزًا ضرورة فهم التصورات الثقافية المرتبطة باللغة لتجنب سوء الفهم وتعزيز التفاعل البنّاء بين المتحدثين من خلفيات لغوية مختلفة.

الكلمات المفتاحية: الإدراكات اللغوية، أنواع المواقف، البراغماتية، أفعال الكلام، علم اللغة الاجتماعي، اللغة الإنجليزية، اللغة العربية